

1951

An Appraisal of the Extra-Class Activities Program at Granby High School

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<https://dx.doi.org/doi:10.25774/w4-66z6-5n88>

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AN APPRAISAL OF THE EXTRA-CLASS ACTIVITIES PROGRAM
AT GRANBY HIGH SCHOOL

A Project
Presented to
the Faculty of the Department of Education
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Arthur Dick Barfield
August 1951

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to discover certain facts pertaining to the extra-class activities program in Granby High School with regard to certain specific elements of the Evaluative Criteria¹ such as nature and organization, participation, contributions, and effectiveness of the program; (2) to appraise the activities program of this school on the basis of these selected elements of the Evaluative Criteria;² (3) and to make recommendations for the improvement of the existing activities program in Granby High School.

Sources of data and procedure. Data for this study came from four chief sources: Students' Handbook; an evaluation made by a committee of the State Board of Education; interviews with administrators and sponsors; and a student questionnaire.

Several similar studies were examined for data to aid in the construction of the questionnaire. The choice of responses in the questionnaire were made as simple as

¹Evaluative Criteria, 1940 edition, Cooperative Study of Secondary School Standards, 744, Jackson Place, Washington, D. C., pp. 39-48.

²Loc. Cit.

possible, and involved check marks after a variety of suggested answers. Other considerations which entered into the making of the questionnaire from the standpoint of this study were: the need for a clear purpose with definite limitations; clarity of questions asked; possibility of summarization of responses; and the usefulness of opinions sought.³ The sample questionnaire was formulated from the data and distributed to ten graduate students. The students were requested to fill out the questionnaire and to ask any questions which might clarify questionnaire statements which were not clear. The results were tabulated and from these tabulations and questions asked, revisions of the questionnaire were made. (Appendix A).

Students selected to fill out the questionnaire were chosen on a random basis from a class roster located in the central office. At least fifty per cent of the students in each grade were included in the survey population.

The following limitations of the questionnaire study were recognized: the failure of some students to respond to the request for information; and the inaccurate or biased

³Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York:Appleton-Century-Crofts, Inc., 1941), p. 338.

responses received. Each questionnaire was analyzed separately for elements of interest and significance. Although some students failed to return the questionnaire immediately, a follow up was made by the homeroom teachers which secured a larger per cent of returns. The homeroom teachers assumed responsibility for collecting these questionnaires.

The purpose of the questionnaire was explained to the homeroom teachers the day before the distribution of the questionnaire. Each homeroom teacher reviewed the questionnaire while the writer was present and all information pertinent to the study was clarified. The questionnaires were distributed to the pupils during a homeroom period. Instructions on the procedure for filling out the questionnaire were given by the homeroom teacher. Each homeroom teacher then returned the questionnaires to the central office. The returns were collected and the results tabulated.

Fifteen sponsors of extra-class activities were interviewed for the study. A class schedule located in the central office afforded an opportunity to arrange in advance a time for each interview, and each sponsor was interviewed during a free period in each class room. Questions on the sponsor interview sheet (Appendix B) were asked and the answers were tabulated. The administrators were interviewed

in the central office, and questions pertaining to the extra-class activities program were asked. The answers were then tabulated.

Literature pertinent to this study was reviewed and findings were presented. Data from the questionnaire returns and interviews with the administration and sponsors was presented in three parts: first an analysis of all data reported by the ninth, tenth, eleventh, and twelfth grades; second an analysis of data reported by the ninth, tenth, eleventh, and twelfth grades separately; and third an analysis of data from interviews with the administration and sponsors. From the findings revealed by the data conclusions were drawn and recommendations for the improvement of the extra-class activities program at Granby High School were made.

Scope and limitations of study. The study deals with the pupil activities program in the ninth, tenth, eleventh, and twelfth grades in Granby High School, and certain, specific criteria concerning nature and organization, participation, contributions, and effectiveness of the extra-class activities in these grades.

Importance of the study. This study is important for three reasons: first, the administration at Granby High School expressed a need and desire for such an investigation and

felt that the findings and recommendations would aid in improving the existing activities program; second, the opinions expressed and facts revealed in this study should afford the sponsors of the activities objective evidence upon which to make further evaluations of their respective activities. This improvement may aid in the provision of a meaningful curriculum for the students; third, it is believed that the findings of this investigation will supplement other studies of the same nature, and consequently, make a definite contribution to literature in the field of extra-class activities.

Definitions of terms used. The term Extra-Class Activities has been defined in many ways by different authorities in the field. A precise definition given by McKown is used in this study.

Extra-Curricular Activities include those programs and events, carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities; subject to some measure of control by the institution.⁴

The simplest form of measurement used in appraisal is a verbal expression of opinion concerning the item being appraised. The term opinion is interpreted to mean an attitude expressing simple feelings toward something and

⁴Harry C. McKown, Extra-Curricular Activities, (New York: The MacMillan Company, 1937), p. 33.

thereby, furnishing information which may be utilized to make an appraisal of the item.

The term administrators refers to the principal, assistant principal, and the coordinator of the extra-class activities program.

Statement of organization. The remaining portion of this study is presented as follows:

Chapter II presents the review of literature related to the purpose of this study.

Chapter III is a description of the Granby Extra-Class Activities Program in terms of its organization and the activities offered.

Chapter IV is a presentation of the results obtained from the questionnaire returns and the interviews with the administrators and sponsors of the activities.

Chapter V is devoted to findings, conclusions, and recommendations for the future program at Granby High School.

CHAPTER II

REVIEW OF LITERATURE IN THE FIELD

Many studies have been made concerning various aspects of the extra-class activities program. This report will summarize only those investigations deemed most pertinent to this study. The literature reviewed includes such aspects as participation, time allotted to extra-class activities, organization, administration, supervision, contributions, and evaluation of the extra-class activities program.

Participation in extra-class activities. In her questionnaire study conducted in the Lincoln High School, Lincoln, Nebraska, Jones¹, reported the following facts regarding membership in the club program: Out of the total school population of 2,496 pupils; 560 belonged to one club; 184, to two clubs; 59, to three clubs; 25, to four clubs; 6, to five clubs; 7, to six clubs; and 2, to seven clubs. The club membership ranged in size from 10 to 186 members. These figures indicated that about one-third of the pupils enrolled in the school were members of clubs.

Jones², attempted to discover reasons for non-membership in the club program at Lincoln High School. It was revealed that of those pupils not belonging to clubs, 24.4 per cent were not interested in the present organizations;

¹Certrude Jones, "A Survey of Extra-Curricular Activities," School Review, 34:757-738, 1936.

²Loc. Cit.

45.5 per cent had home duties or did work after school which prevented their attending the meetings; 20.6 per cent belonged to organizations or took part in activities outside of school which occupied their spare time; 3.5 per cent hadn't joined clubs because of the expense connected with belonging; 5.9 per cent gave various other reasons for not joining.

In his study of participation in extra-class activities by the Freshman Class of Clifford J. Scott High School, East Orange N. J., Debolt³, reports the following: Of the 217 members of the Freshman Class, 52 freshmen participated in 31 cooperative school groups. Eight participated in no more than one activity, and one pupil participated in as many as nine. The average extra-class participation for the class was 3.3 activities per member. Of all the categories of school-controlled activities listed, clubs attracted the greatest number of participants--28.9 per cent of the participants in all school activities.

Debolt⁴, discovered further that the members of the Freshman Class participated in more than twenty-five outside group organizations, and two pupils belonged to as many as six. The average for the class was 1.9 group

³Edgar C. Debolt, "A Freshman Class Studies Itself," School Review, 50:709-714, 1942.

⁴Loc. Cit.

activities per pupil. When this is compared with 3.3 per pupil for school activities, it is seen that the class was nearly twice as active in school-controlled activities as in outside organizations.

Time provision for extra-class activities. Terry⁵, in an investigation of 231 schools in thirty-five states, revealed interesting information regarding the time allowed in the school for extra-class activities. The study showed that the length of the activity period varied from forty to eighty minutes, and the number of periods a week ranged from one to ten. Twenty-six of the schools in his study were allotted as many as three or more periods a week, and twenty-eight schools allotted one or two periods a week for the activities program.

Edmonson, Roemer, and Bacon⁶, state that a definite time allotment for activities in the daily schedule is one of the important factors in the success of the extra-class activities program. The activities may be scheduled during the school day, after school and during school hours, or in the afternoons. It was stated that the number of periods per week may vary from one to five according to the amount

⁵P. W. Terry, "Administration of Extra-Curricular Activities in the High School," Part 1, School Review, 33: 734-739, January, 1936.

⁶J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, (New York: The MacMillan Company, 1949), p. 342.

of recognition given to the program by the school. Periods may vary from fifteen minutes to the length of the regular class period.

Organization of extra-class activities. In commenting on student mismanagement in the extra-class activities program Douglass⁷ stated that the most prominent types are: the mismanagement of funds and business contracts, excessive expenditures, the development of selfish cliques, and the participation in undesirable activities which reflect discredit upon the school. Douglass⁸, states further that the solutions of these problems fall into the following categories: a sound business-like system of fund administration and accounting; a careful, diplomatic, but firm limitation of expenditures by individuals; counter education and development of a counter spirit against exploitation of cliques; a carefully administered system of chartering; and a careful check upon organizations by the advisers.

Contributions and supervision of the extra-class activities. In a discussion of the influence of the extra-class activities on secondary education in pupil growth, Yeager⁹, states that the following contributions

⁷Harl R. Douglass, Organization and Administration of Secondary Schools (New York: Ginn and Company, 1946), p. 216.

⁸Loc. Cit.

⁹William A. Yeager, Administration and the Pupil, Harper and Brothers (New York: 1949) p. 233.

are made: good citizenship, provision for leisure time, development of responsibility, self-direction, training in leadership, fellowship, and followship, cooperation with others, subordination of self for the common good, school spirit, vocational choices, and character building. By meeting the needs of adolescent youth and fulfilling the objectives of secondary education, they provide a program of social education needed to leaven the traditional nature of the secondary school.

Fretwell¹⁰, in stressing the importance of supervision and evaluation of extra-class activities states that there is a need for guidance and cooperative, constructive leadership rather than for a multiplicity of negations or of complete direction. All pupils and teachers should seriously attempt to evaluate the activities in which they have had a part during and near the end of the semester.

Alberty¹¹, expresses the need for extra-class activities in the curriculum by stating that schools which still prize the traditional subjects have organized elaborate programs of extra-class activities. These programs, however divorced they may be from the work of the

¹⁰Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (New York: Houghton Mifflin Company, 1931), pp. 14-15.

¹¹Harold Alberty, Reorganizing the High-School Curriculum (New York: The MacMillan Company, 1930), P. 380.

classroom, have significant potentialities for meeting the needs of the student. It was stated further that it was easier to justify them on the basis of the objectives of education in a democratic society, than many of the so-called curricular activities.

Edmonson, Roemer, and Bacon¹², in writing of the need for a director of extra-class activities reveal that the success of the activities program depends largely on the wisdom, foresight, sympathy, and enthusiasm of the principal and those delegated by him to carry it out.

Evaluation of the extra-class activities program.

In 1946, the extra-class activities program at Granby High School, Norfolk, Virginia, was appraised by the evaluating committee of the State Department of Education, and the following information was revealed: The school ranked at the twenty-sixth percentile on the educational thermometer in the general evaluation of the activities program. The evaluation was based upon how consistently the activities program accorded with the philosophy¹³ and objectives of the school; how well the pupil activities met the needs of the pupil population and community; and to what extent the school identified problems in the pupil activity program and sought to

¹²Edmonson, Roemer, and Bacon, op. cit., p. 343.

¹³See Appendix C.

solve them. The summary evaluation of the activities program was based upon the other thirteen educational thermometers (Appendix D) which represent each aspect of the activities program. The club program in Granby ranked in the superior column of the thermometer. It was suggested by the evaluating committee that the clubs and activities meet during the school day so that every pupil may have the opportunity to participate. The evaluation revealed that the existing activities program became a separate and distinct part of the life of the school. The committee recommended that pupil initiative be encouraged along with extensive pupil participation, pupil management, and pupil evaluation of progress and outcomes. The Nature and Organization of the extra-class activities program ranked in the twenty-eighth percentile of the educational thermometer.

Summary of review of literature. It is apparent from this review of literature that a number of investigators have been concerned with the extra-class activities program. The studies dealt with such aspects as extent of participation in school controlled and outside activities, school club membership, time provision allowed in schools for activities, organization and supervision of the program, contributions to secondary education, and evaluation of the extra-class activities program.

One may observe from the literature reviewed that school clubs maintained the greatest membership of all activities in the extra-class activities program. In the evaluation of the extra-class activities program at Granby High School, Norfolk, Virginia, the club program was ranked in the superior column of the educational thermometer by the evaluating committee. The evaluating committee placed the Nature and Organization of the activities program at Granby in the twenty-eighth percentile on the educational thermometer. It may be noted in the review of literature that in-school activities maintained twice as many participants as out-of-school activities.

The studies revealed that the time allotted for extra-class activities varied in different schools with some schools allotting as many as ten periods per week. Non-membership in the activities program resulted from lack of interest in the organizations, the expense connected with belonging, work after school, participation in non-school organizations, and other reasons given by students.

CHAPTER III

DESCRIPTION OF THE EXTRA-CLASS ACTIVITIES PROGRAM AT GRANBY HIGH SCHOOL

The source of data for the description of the extra-class activities program is the Student's Handbook of Granby High School.¹ The activities described in this chapter may be placed in the following categories: aesthetic, subject, recreational, social, and literary. Each activity listed possesses some difference in aims, organization, administration, methods, and name.

Organization of the student government. The extra-class activities program is coordinated through the Student Government which together with the administration constitutes the governing body at Granby High School. This governing body proposes to aid in fostering school spirit, providing for the general welfare of the total school body, supporting the athletic program, intellectual and aesthetic organizations, and developing a brotherly feeling among the students in the school.

School Committees work in cooperation with the Student Government. Students are given the opportunity to work with the faculty on these committees. School issues

¹Student Government, Student's Handbook (Norfolk, Granby High School, 1949), pp. 4-28.

are discussed and decisions are reached through a cooperative effort on the part of the students and faculty.

Financing the activities program. The general treasurer plan of managing the extra-curricular funds, a plan that requires each organization to deposit all of its receipts with a single treasurer who pays bills on proper authorization, operates at Granby High School.

Sources of income for the clubs and activities are: dues, ticket sales, income from dances, parties, shows, athletic events, and sale of school bus tickets. Each activity has its own account and deposits its money in a Central Reserve Fund, which is in a local bank. When money is needed for an activity, a request with the proper authorization is made, and a check for the amount requested is presented to the treasurer of the activity by the school treasurer who is a member of the faculty.

Inter-club council. The inter-club council is an organization formed for the purpose of resolving controversies arising among the many clubs, and to gain rapport within the activity program itself. Each club is represented by one of its members who acts in its behalf at the Inter-Club Council meetings. This council decides the dates for the club meetings, the school dances, and other activities so that conflicts in the activities program are eliminated.

Pupil activity record. A complete record of each student's participation in the extra-class activities program is kept with his permanent record card. This record is continuous. Appendix E contains a copy of the Pupil Activity Record.

Clubs and activities. The following list of activities and clubs constitute the extra-class activities program at Granby High School:

Science Club. This club is affiliated with the Science Clubs of America, a national organization of more than seventy-five hundred science clubs. It is also affiliated with the Virginia Junior Academy of Science. Projects undertaken and demonstrated to the school and at the State Science Congress include atomic physics, archaeology, and electronics. The purpose of the club is to develop an interest and more thorough appreciation of the theoretical and practical applications of science. Meetings are held weekly, and the membership is open to both junior and senior high school students.

Games Literary Society. This club is named in honor of Granby's first principal because of his interest in literary activities, and it was the first club established at Granby. The main purpose of the club is to stimulate interest in all literary activities. In the fall and winter, activities are undertaken to prepare the students

to compete in the spring literary events: debating, spelling, prose reading, and poetry reading. The club is open to all students.

Senior Y Teens. This club meets at the school and the Y. W. C. A. to learn and practice the ideals of Christian living. Once a month, there is a joint meeting of the Granby and Maury* Y Teens.

Junior Y Teens. This is a junior organization of the Y. W. C. A. and membership is restricted to Granby Junior High girls. It is an international organization for fellowship, friendship, and fun.

Quill and Scroll. The Granby chapter of the International Quill and Scroll Society is an honorary society composed chiefly of the staffs of the school newspaper and annual. From month to month, members submit news articles, news features, or editorials to be judged in competition with such writings from chapters all over the country. The purpose of the club is to increase interest in news writing and to study vocational opportunities in journalism. The members of the club are required to do outstanding work in some phase of

*Matthew Fountain Maury High School is located in Norfolk, Virginia.

journalism in the school and must stand in the upper third of their class scholastically.

Art and Fashion Club. Membership is open to all students interested in art and in fashion designing. Each year the club makes decorations for the auditorium programs and other school productions, such as the Comet Show* or the operetta. One of the primary projects of the club is its participation in the annual National Scholastic Awards Contest. In 1949, several members of the Granby Art Club won prizes in this contest. The purpose of the club is to increase interest and appreciation in art and fashion designing.

Math Club. The Math Club is one of the newer clubs at Granby. It consists of those students with an average of ninety or more who are taking advanced mathematics. It gives the students of the club an opportunity to study additional topics and problems more difficult than those ordinarily studied in classes.

Key Club. The Key Club is sponsored by the Norfolk Kiwanis Club, and upholds high scholastic standards by requiring that its members pass all subjects during their high school career. This club meets weekly and has the privilege of hearing an outstanding speaker once a month.

*The Comet Show is the annual show given each June at graduation.

Service to both the school and the community is its primary objective. By providing experiences in living and working together, and by developing initiative and leadership, Key Club membership prepares its members for useful citizenship. Members of the junior high school are eligible to join.

Le Cercle Francais. The French Club is composed of those students who take French or who are interested in France. The purposes of the club are to provide interest in and a better understanding of the French language and customs, and to supplement classroom learning by real activity in the French language.

Footlights Club. The junior high school has its own dramatic club, the Footlights Club. It is composed of all junior high school students who are interested in learning dramatics and in developing their own play-acting abilities. The club meets twice a month at the school. The purpose of the club is to develop dramatic ability and create and maintain an interest in amateur production.

Annual. ^{count} The Annual is Granby's yearbook which is published once every year by a student staff with the help of the senior class sponsor. The staff meets every school day.

Distributors Club. The purpose of the club is to further retailing as a profession. At the meetings the club has outside speakers to discuss retail store operation. All senior class students are eligible to become members.

The Monogram Club. The Monogram Club, whose purpose is to foster school spirit and good sportsmanship, is composed of the winners of the Granby monogram. Meetings are held weekly in the school.

International Relations Club. The purpose of the club is to further understanding of other countries and people. Many events are sponsored by the club during the year such as: debates, talks, panel discussions, and radio broadcasts. All students are eligible to become members in the club.

Hi-Y Club. The George Williams Chapter of the Granby Hi-Y is an organization of boys sponsored by the Young Men's Christian Association. The purpose of this organization is to create, maintain, and extend throughout the school and community, higher standards of Christian character. This club takes a large part in school activities and gives many dances throughout the school year in order to raise funds for charitable purposes.

Girl's Athletic Club. The Girl's Athletic Club is composed of girls interested in basketball, softball, field hockey, soccer, badminton and other sports. Once

a year the members of the basketball team play the faculty. The club meets every Monday and Wednesday afternoon in the girls' gymnasium.

Cheerleaders. The purpose of this activity is to better school spirit. The members lead all cheers at football and basketball games, pep rallies, and sell programs at the school games.

Cue Club. The Cue Club, which is the senior high school dramatic club, presents plays to the student body in assembly programs, or gives special performances after school and at night. Skits and one-act plays are acted at the meetings. The club members are encouraged to write and present original plays or plays of their own choosing. In the spring, several members take part in the One-Act-Play presented in Charlottesville, Virginia, in competition with other high schools in the state.

Spectator. The "Spectator" is Granby's school newspaper which is published fifteen times a year by a student staff, with the advice and counsel of several faculty members. Consisting of an editorial and a business staff, the staff meets every day. All students who are interested in journalism are urged to become members.

The Pan-American Student League. This club is composed of those students who are studying Spanish or who are interested in Spanish. The purpose of the club is

to obtain better world security and friendship by knowing and understanding better our southern neighbors.

Meetings are held bi-monthly on Fridays at three o'clock. At the meetings the members are shown Spanish movies, participate in plays, or present talks on Spanish books, industries, music, and art.

The Senior Chorus. Those senior high students interested in music and who like to sing are eligible for membership in the chorus. Within the mixed chorus there are four choral groups, the girls' chorus, the boys' chorus, the girls' sextette, and the madrigal singers. The purpose of this activity is to stimulate a deep interest in music and create a love for good music by experiences in singing.

The Junior Chorus. The Junior Chorus consists of junior high school students who are interested in singing. This group participated in many school activities. The Junior Chorus is scheduled for a regular class period every day and all students in the junior high school are eligible to become members.

The Band. The Band plays for all football games, parades, and concerts. All students in the school are eligible to become members. The purpose of the Band is to stimulate general appreciation of music and to produce good music.

Garden Club. The members of the Garden Club beautify

the school grounds, conduct project gardens and flower shows, and aid in judging the flower displays. The purpose of the club is to create an interest in agricultural life through research and experimentation. This club is open to all students and meetings are held weekly in the school.

Drill Team. The Drill Team is composed of fifty girls who march with the band and form many patterns on the field. This activity develops school spirit and provides entertainment for the public.

Photography Club. This club is open to all students who are interested in photography. The purpose of the club is to develop an interest in the taking of artistic pictures and to enable students to distinguish scientifically between good and bad pictures.

Little United Nations. The purpose of this club is to improve and build up a knowledge of other countries and of the United Nations. The club meets weekly and discussions of world conditions and situations are held. All students are invited to join.

Creative Writing Guild. This club has as its main objective the encouragement of students to do creative writing. During the meetings, ideas are exchanged and constructive criticisms are made. New members submit samples of their work to be judged by a membership committee. Membership is limited to thirty students.

Interscholastic Athletics. The Interscholastic Athletic Program includes the following sports: football, baseball, track, basketball, golf, swimming, tennis, wrestling, and play day competitions (for girls). Students may qualify for these sports through try-outs which are held before each sport begins practice. The purpose of interscholastic athletics is to show the effectiveness of constant practice in relation to perfection and to promote wholesome competition for the students.

Intramural Sports. The Intramural Sports Program is open to all students. The purpose of such a program is to guide and support athletic activities which will provide physical activity for every student. All activities meet at the school or at some specified place.

Summary. The activities and clubs offered at Granby are numerous and varied, and each has a definite aim or purpose. The extra-class activities may be grouped into the following categories: aesthetic, subject, recreational, social, and literary. The student's participation in the activities program is recorded and the record is continuous.

CHAPTER IV

PRESENTATION OF DATA

The data for this chapter are presented in the following order: Part "a" includes an analysis of data from the questionnaire returns for the total school program; part "b" presents an analysis of data for each grade, namely, the ninth, tenth, eleventh, and twelfth grades; part "c" includes the results of the interviews with the sponsors of the extra-class activities and the administration.

Findings for the total school program. A questionnaire was distributed to students of the school in order to discover certain facts and opinions of the students regarding the extra-class activities program. A sampling of the total student population was taken and questionnaires were distributed to the students in this survey population. Table I

TABLE I

QUESTIONNAIRE DISTRIBUTION BY GRADES AND THE NUMBER
AND PERCENTAGE OF QUESTIONNAIRES RETURNED

| GRADE | No. in class sampled | No. of returns | Per cent of returns |
|----------|-------------------------|-------------------|------------------------|
| Ninth | 76 | 76 | 100 |
| Tenth | 243 | 186 | 77 |
| Eleventh | 175 | 160 | 91 |
| Twelfth | 145 | 95 | 66 |
| Total | 639 | 519 | Avr. 81 |

reveals that the questionnaire was distributed to 639; 519 or 81 per cent were returned. This number included those which were completely answered and those partially answered.

Table II indicates that 393 students out of 519 participated in some school activity. The eleventh grade had the highest percentage of participation, 85 per cent, and the tenth grade had the lowest, 70 per cent. The participation in the extra-class activities program for the school was 75.6 per cent.

TABLE II

NUMBER AND PERCENTAGE OF STUDENTS PARTICIPATING IN
EXTRA-CLASS ACTIVITIES CLASSIFIED BY GRADES

| Grade | No. of returns | No. participating in one or more activities | Per cent particip- ating in one or more activities |
|----------|----------------------|---|--|
| Ninth | 76 | 58 | 76.0 |
| Tenth | 168 | 131 | 70.0 |
| Eleventh | 160 | 136 | 85.0 |
| Twelfth | 95 | 68 | 71.0 |
| Total | 519 | 393 | Avr. 75.6 |

It may be noted in Table III that the girls participated in the activities program to a greater extent than the boys. However, this table shows that although the girls do exceed the boys in participation, it is not by a large per

cent, as 77 per cent of the girls participated in some school activity as compared with 73.9 per cent for the boys. Only in the ninth grade does the number of boys actually exceed the number of girls participating in the activities program. It may be noted further that the percentage of participation is the same for the girls in the ninth and tenth grades with the eleventh grade showing an increase and the twelfth grade showing a decrease. The percentage of participation for the boys in the ninth grade is higher than for the tenth grade. The participation increase in the eleventh grade and decreases again in the twelfth grade.

TABLE III

RATIO OF GIRLS AND BOYS PARTICIPATING IN EXTRA-CLASS
ACTIVITIES CLASSIFIED BY CLASS STATUS

| GRADE | <u>No. in class</u> | | <u>No. participating</u> | | <u>Per cent participating</u> | |
|----------|-------------------------|------|------------------------------|------|-----------------------------------|------|
| | Girls | Boys | Girls | Boys | Girls | Boys |
| Ninth | 34 | 42 | 25 | 33 | 73.5 | 78.5 |
| Tenth | 90 | 98 | 66 | 65 | 73.3 | 66.3 |
| Eleventh | 85 | 75 | 73 | 63 | 85.8 | 84.0 |
| Twelfth | 55 | 42 | 40 | 28 | 75.5 | 66.6 |
| Total | 262 | 257 | 204 | 189 | Avr. 77.0 | 73.9 |

Table IV shows that School Clubs enrolled the greatest membership of all activities: 40.4 per cent of the students reporting. The following activities accounted for the remainder of the participation: Intramural Sports enlisted 21.7 per cent of those reporting; Music Activities were next in popularity with a membership of 14.4 per cent; Social Activities had 13.8 per cent; Varsity Sports, 13.6 per cent; School Assembly Programs, 10.2 per cent; School Publications and Student Council each showed 6.3 per cent enrollments; Dramatics and Speech Activities, 5.5 per cent; Out of School Activities Sponsored by the Homeroom, 5.0 per cent; Drill Team, 4.6 per cent; Interscholastic Literary Activities, 2.8 per cent; Red Cross, 2.3 per cent; Cheer Leader, 1.9 per cent; Intramural Literary Activities, 1.5 per cent; and Business Management of Student Activities showed 1.3 per cent membership.

The questionnaire returns indicated that two students participated in as many as eight activities; two in seven activities; eight in six activities; fourteen in five activities; twenty-two in four activities; sixty-two in three activities; and 103 pupils participated in at least two activities. Sixty-one students stated that they held some office in the extra-class activities program.

The Club Activities had a membership of 210 students. Twenty-one of these students indicating membership in the

TABLE IV

NO. OF PARTICIPANTS AND PER CENT* OF PARTICIPATION IN THE EXTRA-CLASS ACTIVITIES
PROGRAM AT GRANBY HIGH SCHOOL, BY GRADE AND TOTAL

| Activity | No. of participants by grades | | | | Per cent of participation by grades | | | | Total No. of participants | Per cent of participation for total No. of pupils |
|---|-------------------------------|-------|-------|-------|-------------------------------------|-------|-------|-------|---------------------------|---|
| | 9th. | 10th. | 11th. | 12th. | 9th. | 10th. | 11th. | 12th. | | |
| Student Council or Committees | 3 | 7 | 13 | 10 | 3.9 | 3.7 | 8.0 | 10.5 | 33 | 6.3 |
| Out of School Activities | | | | | | | | | | |
| Sponsored by Homeroom | 5 | 10 | 7 | 5 | 6.5 | 5.0 | 4.0 | 5.0 | 27 | 5.0 |
| School Publications | 4 | 7 | 7 | 15 | 5.0 | 5.7 | 4.0 | 15.7 | 33 | 6.3 |
| Music Activities | 22 | 38 | 5 | 10 | 23.9 | 20.0 | 3.0 | 10.5 | 75 | 14.4 |
| Dramatics and Speech Activities | 4 | 13 | 7 | 4 | 5.0 | 6.9 | 4.0 | 4.0 | 28 | 5.5 |
| Social Activities | 4 | 20 | 31 | 17 | 5.0 | 10.6 | 19.0 | 17.8 | 72 | 13.6 |
| Cheer Leader | 3 | 4 | 2 | -- | 3.9 | 2.0 | 1.0 | ---- | 9 | 1.7 |
| Interscholastic Literary Activities | 4 | 7 | 4 | -- | 5.0 | 3.7 | 2.5 | ---- | 15 | 2.8 |
| Intramural Sports | 23 | 37 | 237 | 16 | 30.0 | 19.6 | 23.0 | 16.6 | 113 | 21.7 |
| Varsity Sports | 9 | 19 | 28 | 15 | 11.6 | 10.0 | 17.5 | 15.7 | 71 | 13.6 |
| School Clubs | 18 | 58 | 61 | 53 | 23.7 | 30.8 | 50.6 | 55.7 | 210 | 40.4 |
| Business Management of Student Activities | 1 | 2 | -- | 4 | 1.0 | 1.0 | ---- | 4.0 | 7 | 1.3 |
| Drill Team | 11 | 11 | -- | 2 | 14.0 | 5.8 | ---- | 2.0 | 24 | 4.6 |
| Red Cross | 4 | 6 | -- | 2 | 5.0 | 3.0 | ---- | 2.0 | 12 | 2.3 |
| School Assembly Programs | 9 | 17 | 18 | 9 | 11.6 | 9.0 | 11.0 | 9.0 | 53 | 10.2 |
| Intramural Literary Activities | 3 | 3 | 2 | -- | 3.9 | 1.6 | 1.0 | ---- | 8 | 1.5 |

*Per cent based on total number of questionnaire returns for each grade.

club program stated that they belonged to two clubs; thirteen belonged to three clubs; four to four clubs; and two belonged to five clubs. It was indicated further by the questionnaire returns that all clubs met at the school, and the majority met after school hours. The Hi-Y Club met in the evening at a local church, and the Y Teens Clubs assembled at the local Y. W. C. A. After school.

It is shown in Table V that 26 per cent or 104 students were of the opinion that they "always" had an opportunity to take an active part in the operation of the clubs; 32 per cent or 126 students indicated that they "sometimes" had an opportunity to take an active part; 3 per cent or ten pupils stated that they "never" had the opportunity; and 39 per cent or 153 pupils did not answer the question.

TABLE V

STUDENT OPINION BY GRADES AND NUMBER CONCERNING OPPORTUNITY
TO TAKE AN ACTIVE PART IN CLUB PROGRAM

| GRADE | Opportunity to take an active part | | | No response |
|----------|------------------------------------|-----------|---------|-------------|
| | Always | Sometimes | Never | |
| Ninth | 10 | 19 | 2 | 27 |
| Tenth | 36 | 31 | 5 | 59 |
| Eleventh | 32 | 51 | 3 | 50 |
| Twelfth | 26 | 25 | 0 | 17 |
| Total | 104 (26%)* | 126 (32%) | 10 (3%) | 153 (39%) |

*Per cent based on total number of students belonging to clubs.

The average amount of time spent per week per pupil in clubs and activities varied in each grade. Table VI shows that ninth grade pupils spent more time in activities than any other grade level, namely, 142 minutes per week per pupil. Twelfth grade pupils spent less time in activities per week than any other grade, namely, 89 minutes per week per pupil. The average number of minutes spent per week per pupil for all grades was 118 minutes.

TABLE VI

AVERAGE NUMBER OF MINUTES SPENT PER WEEK PER PUPIL
IN EXTRA-CLASS ACTIVITIES BY GRADE AND TOTAL

| GRADE | No. participating | Total no. of minutes spent per week per grade in act- ivities | Average no. of minutes spent per week per pupil in acti- vities |
|----------|----------------------|---|---|
| Ninth | 54 | 8256 | 142 |
| Tenth | 131 | 14803 | 113 |
| Eleventh | 136 | 17000 | 125 |
| Twelfth | 68 | 6052 | 89 |
| Total | 393 | 46091 | 118 |

The following question was included in the questionnaire: "If you do not belong to any organization, will you kindly check the reason that applies in your case?" It is shown in Table VII that 126, or 24.4 per cent of the students

TABLE VII
REASONS GIVEN BY STUDENTS FOR NON-PARTICIPATION

| Number and reasons for non-participation in activities program | | | | | |
|--|----------------------------|-----------------------------|-------------------|--------------------------------------|---------------|
| GRADE | Students not participating | Activities did not interest | Work after school | Participate in outside organizations | Too expensive |
| Ninth | 16 | 18 | 21 | 15 | 4 |
| Tenth | 57 | 23 | 41 | 22 | 1 |
| Eleventh | 24 | 12 | 13 | 7 | 1 |
| Twelfth | 27 | 9 | 14 | 9 | - |
| Total | 126 (24.4%)* | 62 (49%) | 89 (70%) | 53 (42%) | 6 (5%) |

*Per cent based on total number of non-participants in the activities program.

reporting did not participate in any school activity. This table shows that 49.2 per cent of those students who did not participate stated that the present school organizations did not interest them; 70 per cent stated that they had home duties or other work after school which prevented their joining; 42 per cent indicated that they belonged to outside organizations which used up their spare time; and 5 per cent of the students answering this question indicated that the activities were too expensive. Some of the students checked more than one reason for not participating in the activities program.

One may note in Table VIII that twenty-nine per cent of the students reported that they liked the existing activities program "very much"; thirty-six per cent liked it "a little"; three per cent were of the opinion that they did not like it "at all"; and thirty-two per cent failed to give an answer to the question. Thirty-five per cent of the students reporting believed that the sponsor "always" offered help and guidance; eleven per cent checked "sometimes"; two per cent stated that the sponsor "never" offered help and guidance; and fifty-two per cent of the students did not respond to this question.

The students filling out the questionnaire gave the following reasons as to why they did not like the existing activities program. The junior high school pupils expressed

TABLE VIII

STUDENT OPINION CONCERNING THE EXTRA-CLASS ACTIVITIES
PROGRAM IN GRANBY HIGH SCHOOL BY NUMBER AND PER CENT*

| GRADE | No. of returns | Like very much | | Like a little | | Like not at all | | No response | |
|----------|-------------------|-------------------|----------|------------------|----------|--------------------|----------|----------------|----------|
| | | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Ninth | 76 | 30 | 40 | 28 | 37 | 2 | 3 | 16 | 20 |
| Tenth | 188 | 47 | 25 | 73 | 39 | 8 | 4 | 60 | 32 |
| Eleventh | 160 | 48 | 30 | 53 | 33 | 5 | 3 | 54 | 34 |
| Twelfth | 95 | 26 | 27 | 32 | 34 | 3 | 3 | 34 | 36 |
| Total | 519 | 151 | 29 | 186 | 36 | 18 | 3 | 164 | 32 |

*Per cent based on total number of questionnaire returns.

the fact that there were not enough clubs and activities for them to join. The girls at all grade levels expressed the desire for more sports and the desire to compete against other schools in the city in these sports. Twenty-seven students stated that certain "cliques" controlled the activities program, and it was difficult for them to become "regular" members of the clubs and activities. Other pupils said that the teachers really "ran" the activities and the students were deprived of their right to aid in the operation of the various clubs and organizations. One participant asked why the activities had to meet after school when so many students had to work, thus depriving these students of membership and participation.

Although there were criticisms of the program, eleven per cent of the members stated that participation in the activities program had helped them "very much" in their classroom activities; twenty-seven per cent stated that it helped them a "little"; and ten per cent of the participants were of the opinion that it had not helped them at all. Fifty-two per cent of the students reporting did not express an opinion regarding the question.

Participation in outside organizations was almost as great as participation in the school activities program. It may be noted in Table X that fifty-eight per cent of the students reporting belonged to outside organizations as

TABLE IX

NO. OF PARTICIPANTS AND PER CENT* OF PARTICIPATION IN NON-SCHOOL ACTIVITIES BY GRADE AND TOTAL

| Activity | No. of participants by grades | | | | Per cent of participation by grades | | | | Total No. of participants | Per cent of participation for total no. of pupils |
|---------------------------------------|-------------------------------|-------|-------|-------|-------------------------------------|-------|-------|-------|---------------------------|---|
| | 9th. 10th. 11th. 12th. | | | | 9th. 10th. 11th. 12th. | | | | | |
| | 9th. | 10th. | 11th. | 12th. | 9th. | 10th. | 11th. | 12th. | | |
| Boy Scouts | 10 | 19 | 11 | 4 | 13 | 10 | 7 | 4 | 44 | 9 |
| Camp Fire Girls | -- | 2 | -- | -- | -- | 1 | -- | -- | 2 | .5 |
| Girl Scouts | 5 | 12 | 8 | 3 | 7 | 7 | 5 | 3 | 22 | 3 |
| Sunday-School Organizations | 33 | 80 | 57 | 37 | 44 | 43 | 36 | 40 | 207 | 40 |
| Church Organizations | 30 | 58 | 57 | 34 | 39 | 30 | 36 | 36 | 179 | 35 |
| De Moley | 1 | 1 | 2 | 1 | 1 | .5 | 1 | 1 | 5 | 1 |
| Job's Daughters | 2 | 4 | 8 | 4 | 3 | 3 | 5 | 4 | 18 | 4 |
| Private Lessons such as Music and Art | 7 | 25 | 22 | 11 | 9 | 13 | 14 | 12 | 65 | 13 |
| Others | 8 | 11 | 8 | 9 | 11 | 6 | 5 | 10 | 36 | 7 |

*Per cent based on total number of questionnaire returns for each grade.

compared with 75.5 per cent membership in school activities. Of all the students reporting thirty-eight per cent actively participated in these out-of-school organizations. Sunday-School and Church Organizations accounted for the greatest number of participants, with forty per cent and thirty-five per cent membership respectively. Thirteen per cent of the students indicated that they were taking private lessons in such areas as music and art, and nine per cent indicated membership in the Boy Scouts. Tables IX and X show the extent of participation in non-school organizations.

The students were asked to state the things they liked best about the activities program. Participants revealed that they liked, very much, the variety of clubs and activities offered. The work of the sponsors was praised by the students. Twenty-five pupils expressed the fact that they had an opportunity to meet new friends through their participation in clubs and activities.

In reply to the question, "In what ways do you think participation in extra-class activities has contributed to your total high school life?" fifteen students stated that through their participation in clubs their school work became more meaningful and interesting. One student said; "Ordinarily you might want to stay at home one day but you think of the activities and fun that you might miss so you

TABLE X
NUMBER AND PERCENTAGE OF STUDENTS WHO PARTICIPATED
IN NON-SCHOOL ACTIVITIES

| GRADE | No. of returns | No. participating | Per cent participating |
|----------|-------------------|----------------------|---------------------------|
| Ninth | 76 | 46 | 61 |
| Tenth | 188 | 110 | 59 |
| Eleventh | 160 | 90 | 56 |
| Twelfth | 95 | 55 | 58 |
| Total | 519 | 301 | Avr. 58 |

decide to go to school. "Participants stated further that teachers and pupils had the opportunity to become better acquainted in clubs where everything was informal, and, consequently, better relationships in the classroom were promoted. Others felt that they had learned to express themselves better, and had found it much easier to speak in front of the class as a result of their participation in clubs and activities.

Analysis of data reported by ninth grade pupils. The participation in the activities program for the ninth grade was 76 per cent, of which 43 per cent were girls, and 57 per cent were boys. (See Tables II and XI). Table IV reveals that Intramural Sports accounted for the greatest number of participants, namely, thirty per cent. Music Activities were

next in popularity, accounting for 28.9 per cent, with School Clubs enlisting 23.7 per cent of those students reporting. Four students indicated that they participated in at least three activities; one in five; one in seven; and one in eight activities.

TABLE XI

NUMBER AND PERCENTAGE OF GIRLS AND BOYS PARTICIPATING
IN EXTRA-CLASS ACTIVITIES CLASSIFIED
BY GRADES AND TOTAL

| GRADE | No. in class | No. participating | | Per cent of number participating | |
|----------|-----------------|----------------------|------|-------------------------------------|------|
| | | Girls | Boys | Girls | Boys |
| Ninth | 76 | 25 | 35 | 43 | 57 |
| Tenth | 188 | 66 | 65 | 50 | 50 |
| Eleventh | 160 | 73 | 63 | 54 | 46 |
| Twelfth | 95 | 40 | 28 | 59 | 41 |
| Total | 519 | 204 | 189 | Avr. 51.5 | 48.5 |

The questionnaires showed that each club had a definite meeting place and all clubs met after school or during the assembly period. The most popular club was the Junior Y Teens with the Girls' Athletic Club, the Footlights Club, the French Club, the Junior Hi-Y, and Science Club following in that order. Ten students stated that they "always" had an opportunity to take an active part in the

operation of the club; nineteen said "sometimes"; two members said that they "never" had the opportunity; and twenty-seven students failed to answer the question. (See Table V). The amount of time spent by the students in the activities program varied from fifteen to 600 minutes per week with the average being 142 minutes per week per pupil. (See Table VI).

Students were asked to state why they did not belong to any activity or club. Eighteen ninth grade students stated that none of the present high school organizations interested them; twenty-one students said they had various home duties or work after school which kept them from joining; 15 students revealed that they belonged to outside activities and organizations which used up their time; and 4 students reported that the expense connected with belonging kept them from becoming a participant. Some students checked more than one reason for non-participation. (See Table VII).

Forty per cent of the ninth grade students reported that they liked the existing activities program "very much"; thirty-seven percent liked the program "a little"; 3 per cent of the students checked "not at all"; and 20 per cent did not answer the question. (See Table VIII). Several reasons were given for disliking the activities program. Two students stated that there was entirely "too much playing around", and not enough results obtained. Five

pupils stated that there were not enough clubs for the junior high school pupils.

Additional activities suggested by the ninth grade students are as follows: riding clubs, ice skating clubs, sailing clubs, boating clubs, rifle clubs, and friendship clubs.

Sixty-one per cent of the ninth grade students reporting belonged to some outside organization. The most popular non-school organizations were Sunday-School and Church Organizations with forty-four and thirty-nine per cent membership respectively. (See Tables IX and X). One-third of the students reporting actively participated in two or more outside organizations.

Analysis of data reported by tenth grade pupils.

The participation in the activities program for the tenth grade was 70 per cent, of which 50 per cent were boys and 50 per cent were girls. (See Tables II and XI). Table IV shows that School Clubs accounted for the greatest number of participants, namely, 30.8 per cent. Forty pupils participated in at least two activities; twenty-six in three; four in four; three in five; one in six; and one student participated in as many as eight.

The three most popular clubs were as follows: the Senior Y Teens; the Cue Club; and the French Club. Nearly one-fourth of the tenth grade participants reporting were

of the opinion that they "always" had an opportunity to take an active part in the operation of the club; one-fifth indicated "sometimes"; and five members reported that they "never" had the opportunity. Fifty-nine participants did not respond to the question. (See Table V). The amount of time spent by the tenth grade students in the activities program varied from 240 minutes to thirty-two minutes with the average being 113 minutes per week per pupil.

In reply to the question why they did not belong to any activity or club, forty per cent¹ or twenty-three non-participants in the tenth grade stated that none of the existing high school organizations interested them; seventy-one per cent or forty-one students indicated that they had various home duties or work after school which prevented them from joining; thirty-nine per cent or twenty-two students revealed that they belonged to outside organizations which used up their spare time; and only one student reported that the expense connected with belonging kept him from becoming a participant. (See Table VII).

As revealed by Table VIII, one-fourth of the tenth grade students reporting expressed the opinion that they liked the existing activities program "very much"; thirty-nine per cent liked the program "a little"; and four per

¹Per cent based on total number of non-participants in the tenth grade.

cent checked "not at all". Thirty-two per cent of the participants did not express an opinion on the question. Several reasons were given for disliking the activities program. Eight per cent of those who reported stated that "the usual few" ran the activities program and it was difficult to break into the activities and clubs. Five per cent said that their clubs and activities were too "formal" and were run like the classroom program.

Additional activities suggested by the tenth grade students were as follows: marionette club, etiquette club, chess club, radio club, dancing club, and home economics club.

One-half of the tenth grade students reporting belonged to some outside organization. Forty-three per cent of these students belonging to outside organizations were members of Sunday-School Organizations and thirty per cent held memberships in Church Organizations. (See Tables IX and X). It was disclosed further in the questionnaire returns that forty-two per cent of the tenth grade students belonged to and actively participated in these non-school activities and organizations.

Analysis of data reported by the eleventh grade pupils. Tables II and XI reveal that participation in the activities program for the eleventh grade was 85 per cent; 54 per cent were girls and 46 per cent boys. Table IV shows that School

Clubs accounted for the greatest number of participants, namely, 50.6 per cent. Twenty-nine pupils participated in at least two activities; eighteen in three; ten in four; nine in five; and three students participated in as many as six.

The five most popular clubs were as follows: Senior Y Teens; the French Club; the Girls' Athletic Club; the Little U. N.; and the Business Club. One-fourth of the eleventh grade students participating in the extra-class activities program reported that they "always" had an opportunity to take an active part in the operation of the club; one-third stated "sometimes"; three pupils reported that they "never" had the opportunity; and fifty students gave no response to the question. (See Table V). The eleventh grade students spent on the average of 125 minutes per week per pupil in extra-class activities as shown in Table VI.

In the questionnaire, eleventh grade students were asked to indicate reasons for non-participation in the activities program. Fifty per cent of the non-participants in this grade said that none of the present high school organizations interested them; fifty per cent indicated that they had home duties and work after school which kept them from joining; and twenty-nine per cent stated that they

belonged to activities outside of school which used up their spare time. One pupil reported that the expense connected with belonging kept him from becoming a participant. Some students checked more than one reason for non-participation. (See Table VII).

One may note in Table VIII that thirty per cent of the eleventh grade students liked the existing activities program "very much"; thirty-three per cent indicated that they liked the program "a little"; three per cent checked "not at all"; and fifty-four students failed to answer this question. Several reasons were given for disliking the activities program. Fifteen eleventh grade students stated that "cliques" ran the clubs and newcomers were not welcome. One student stated, "The organizations are dominated by a small group in the school."

Additional activities suggested by the eleventh grade students were as follows: swimming teams, girls' basketball team, girls' tennis teams, pep clubs, radio clubs, rifle clubs and honor clubs.

Tables IX and X reveal that fifty-six per cent of the eleventh grade students reporting belonged to some outside organization. Thirty-six per cent of the students belonged to Sunday-School organizations and thirty-six per cent belonged to Church organizations.

Analysis of data reported by twelfth grade pupils.

Tables II and XI show that the participation in the activities program for the twelfth grade was 71 per cent; 59 per cent were girls and 41 per cent boys. Fifteen pupils participated in two activities; eleven in three; six in four; one in five; four in six; and one student participated in seven activities. Table IV indicated that school clubs accounted for the greatest number of participants, namely, 55.7 per cent.

The five most popular clubs in the twelfth grade were as follows: Distributors Club; Games Literary Club; Little U. N.; French Club; and Pan-American Club. As shown in Table V thirty-eight per cent of the participants in the twelfth grade expressed the opinion that they "always" had an opportunity to take an active part in the operation of the club; thirty-six per cent checked "sometimes"; and one student reported that he "never" had the opportunity to take an active part. Seventeen club members failed to answer this question.

It may be noted in Table VI that the amount of time spent by twelfth grade students in the activities program varied from thirty to 120 minutes per week with the average being 89 minutes per week per pupil. Table VII reveals that thirty-three per cent of the non-participants in the twelfth grade were not interested in the present high school organizations; fifty-two per cent stated that they had home

duties or other work after school which prevented their participation in the school organizations; and thirty-three per cent of the students revealed that they belonged to some outside organization and this prevented them from joining school activities. Some of the twelfth grade students reporting checked more than one reason for non-participation in the activities program.

The twelfth grade students were asked to express their opinion concerning the existing activities program. One-fourth of the students reporting stated that they liked the program "very much"; one-third of the pupils liked the program "a little"; three students checked "not at all"; and one-third of the twelfth grade students reporting failed to answer the question. (See Table VIII). Additional clubs and activities suggested by the twelfth grade students were: girls' baseball teams, rifle team, rowing team, and a radio club.

In Tables IX and X one may observe that fifty-eight per cent of all twelfth grade students reporting belonged to some out-of-school organization. Forty per cent of those reporting belonged to Sunday-School organizations and thirty-six per cent belonged to Church organizations.

Data from interviews with sponsors and administration. Fifteen sponsors were interviewed for this study and all sponsors stated that they were assigned the activity which

they sponsored by the administration, and stated further that the assignment was made on the basis of the teacher's interest and experience in that particular activity.

It was stated by each sponsor that every activity had a definite time and place of meeting. When asked how the officers of the various activities were chosen, the sponsors stated that all officers were elected by fellow pupils. Five sponsors indicated that the clubs and activities had to limit membership because of the great number who wished to join. In such cases, membership committees, composed of members of the clubs, regulated the amount of participation.

All sponsors believed that they received support and supervision from the administration. Each club and activity received money from dues, dances, bus ticket sales, sale of athletic programs, parties, and other events. One sponsor said that a grant had been received from the Central Fund to pay for a visiting speaker.

Five sponsors stated that the program was "worked out" as they went along, and that if changes were needed, such changes would result from discussions on the part of the students. It was said that these student program-planning committees afforded the students an opportunity to work out programs and objectives relating to their activity or club.

The sponsors were asked to state how the students showed interest in the activities program. Each sponsor said that this interest was displayed through regular attendance, participation, willingness to help, suggested project work, and strong interest in results attained. Nine sponsors expressed the judgement that a "point system"² should be used in the activities program, and twelve said that more time should be given to the activities themselves as sufficient time was not available to accomplish the aims set forth.

In order to discover certain policies and opinions of the administration regarding the extra-class activities program, an interview was conducted with the principal of Granby High School. He stated that complete student participation in the activities program was encouraged. The pupils are acquainted with the activities program through talks by the principal and representative students from activities and clubs. From these talks pupils receive information about the extra-class activities and are free to select those activities which they choose to join. The interview revealed that a student's participation in the

²A system which limits the amount of student participation in the activities program. Overloading is prevented by restricting the number of points per student per semester, depending on his grade of work.

activities program was regulated by counseling.

The principal stated further that students and teachers are informed in advance about all clubs and events for the week. A weekly notice, listing all events for that week, is presented to the homeroom teachers and read to the students. This notice is then posted on a board where it is available to all teachers and pupils.

CHAPTER V

FINDINGS

Summary of findings for total school program. This study reveals that:

- (1) Seventy-seven per cent of the girls and seventy-four per cent of the boys participated in some school activity.
- (2) Intramural Sports was the most popular single type of activity, enlisting 21.7 per cent of the students reporting.
- (3) One per cent of the students reporting were participants in eight activities; one per cent participated in seven; two per cent in six; five per cent in five; six per cent in four; seventeen per cent in three; and twenty-six per cent of the students participated in at least two activities.
- (4) Seventy per cent of the non-participants stated that work after school kept them from participating in the activities program.
- (5) Forty per cent of the students reporting belonged to school clubs.
- (6) Fifty-eight per cent of the students reporting belonged to out-of-school organizations as compared with 75.5 per cent membership in school controlled activities.

- (7) Student participation in the activities program is regulated by counseling.
- (8) The activities meet during the school day, after school hours, and in the evening.
- (9) Interested students were denied membership in the activities program because of crowded conditions in the clubs and activities.
- (10) Fifteen per cent of all participants in the activities program were office holders.
- (11) Participation in the Intramural Sports Program decreased from the ninth to the twelfth grade.
- (12) Participation in the Varsity Sports Program increased from the ninth to the twelfth grade.
- (13) Participation in Social Activities increased from five per cent in the ninth grade to 17.8 per cent in the twelfth grade.
- (14) Membership in School Clubs increased from 23.7 per cent in the ninth grade to 55.7 per cent in the twelfth grade.
- (15) Twenty-five per cent of the students reporting did not participate in the extra-class activities program.
- (16) Four per cent of all students in the survey population expressed the opinion that certain "cliques" controlled the activities program.

- (17) The average length of time spent in extra-class activities was 118 minutes per week per pupil.

Summary of findings for the ninth grade. This study reveals that:

- (1) Forty per cent of the ninth grade pupils reporting expressed the opinion that they liked the existing activities program "very much".
- (2) The ninth grade had the smallest membership of all grades in the club program, namely, 23.7 per cent.
- (3) Students in the ninth grade entered into out-of-school activities to a greater extent than any other grade, namely, 61 per cent membership in these organizations.
- (4) The most popular clubs in the ninth grade were social and athletic clubs with little membership in subject clubs such as the Science, Math, French, and Distributors Clubs.
- (5) Ninth grade participants spent more time in extra-class activities than any other grade with an average of 142 minutes per week per pupil.

Summary of findings for the tenth grade. This study reveals that:

- (1) The tenth grade had the highest per cent of

participation in the extra-class activities;
70 per cent.

- (2) The tenth grade had the greatest number of participants in non-school organizations, namely, 110 students.
- (3) Participation in school controlled activities for the tenth grade girls and boys was the same, namely, 35 per cent participation for each group.

Summary of findings for the eleventh grade. The study reveals that:

- (1) The eleventh grade had the greatest number and per cent of participants in the activities program, namely, 136 students or eighty-five per cent.
- (2) Eleventh grade pupils participated in Social Activities to a greater extent than any other grade.
- (3) Intramural and Varsity Sports enlisted a greater percentage of pupils from the eleventh grade than from any other grade.
- (4) The eleventh grade had the smallest per cent of participation in non-school activities, namely, fifty-six per cent.
- (5) Fifty-per cent of the non-participants in the eleventh grade stated that work after school

prevented them from participating in extra-class activities.

Summary of findings for the twelfth grade. The study reveals that:

- (1) Twelfth grade students spent less time in extra-class activities than any other grade with an average of eighty-nine minutes per week per pupil.
- (2) Fifty per cent of the non-participants in the twelfth grade stated that work after school prevented them from participating in the extra-class activities.
- (3) The twelfth grade had the greatest membership in the School Club Program with 55.7 per cent enrollment.
- (4) Fifteen per cent of the twelfth grade pupils reporting participated in School Publications, and 11.5 per cent participated in Student Council or Committees.
- (5) The twelfth grade students belonged to clubs related to "earning a living" such as the Distributors Club. These students also maintained a large membership in the Pan-American and French Clubs.

Conclusions. In this study, the extra-class activities program at Granby High School was appraised in terms of certain specific elements of the Evaluative Criteria. In view of these findings the present extra-class activities program at Granby High School seems to meet the requirements of these selected elements. However, from the findings it appears that greater participation in the activities program should be encouraged as the questionnaire returns indicated that twenty-five per cent or one-fourth of the students in the survey population did not participate in any school controlled activity.

Since seventy per cent of the non-participants stated that they did not participate in the extra-class activities program because they had to work after school hours, one may conclude that some provision should be made to arrange the time of meeting for the activities so that every interested student may have an opportunity to participate.

The organization and administration of the activities program seems adequate, as the largest percentage of students reporting were of the opinion that they had an opportunity to take an active part in the operation of the clubs and activities, since thirty-two per cent of the participants checked "sometimes" and twenty-six per cent checked "always". However, other students at all grade levels expressed a concern over the presence of certain "cliques" in the

activities program.

As evidenced by the questionnaire returns, a large percentage of the students appeared to like the existing activities program. However, in view of the criticisms offered by the pupils at all grade levels, the program does not seem to meet the needs and interests of all the students. Students at all grade levels were denied membership in the activities program, and junior high school pupils revealed that they did not have enough clubs and activities in which they might participate.

In view of the fact that the largest percentage of participants were of the opinion that the sponsors "always" offered guidance one might assume that the supervision of the activities program is adequate. From their responses in the questionnaire the participants appeared to recognize contributions from their participation in the extra-class activities program.

Recommendations. In view of the findings the following recommendations seem to be worthy of consideration by the administration of Granby High School:

1. It is recommended that the extra-class activities be scheduled during the regular school day. Scheduling them within the school day offers all students an opportunity to participate.

2. It is recommended that every effort be made by the administration of Granby High School to discover the needs and interests of the students in relation to the extra-class activities, and to initiate those additional activities which may satisfy these felt needs and interests.

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APPENDIX

APPENDIX A
STUDENT QUESTIONNAIRE

STUDENT ACTIVITIES QUESTIONNAIRE

Number of years in Granby _____

Age _____

Sex _____

Class _____

The purpose of this questionnaire is to obtain facts and opinions of the students in Granby High School concerning the present activities program. These facts are intended to be used to improve and enrich your Student Activities Program.

Please follow directions and answer each question carefully and sincerely.

I. Please check the activities listed below in which you participate:

- ☐ a. Student Council or Council Committees
- ☐ b. Out of school activities sponsored by homeroom
- ☐ c. School Assembly Programs
- ☐ d. School Publications
- ☐ e. Music Activities
- ☐ f. Dramatics and Speech Activities
- ☐ g. Social Activities
- ☐ h. Cheer Leader
- ☐ i. Interscholastic Literary Activities
- ☐ j. Intramural Literary Activities
- ☐ k. Intramural Sports
- ☐ l. Varsity Sports
- ☐ m. School Clubs
- ☐ n. Business Management of Student Activities
- ☐ o. Please list others, if any.
- ☐ p.
- ☐ q.
- ☐ r.

II. Please list the Clubs to which you belonged in the 1950-1951 session.

III. Please indicate time and place of meeting of each club. (If no time or place, please indicate.)

| <u>Club</u> | <u>Time of Meeting</u> | <u>Place of Meeting</u> |
|-------------|------------------------|-------------------------|
|-------------|------------------------|-------------------------|

IV.. Do you hold office in any of the activities and clubs in I and II? _____.
If answer is "yes", please give name of activity or club and office held.

- V. Do you have an opportunity to take an active part in the operation of the clubs to which you belong? (Please check one statement)
- ☐ Always
 - ☐ Sometimes
 - ☐ Never
- VI. About how much time per week do you give to these clubs and activities?
_____ minutes.
- VII. How many meetings of your class have you attended this year? (Freshman Class, Sophomore Class, Junior Class, Senior Class.) _____.
- VIII. If you do not belong to any organization, will you kindly check the reason that applies in your case?
- ☐ a. Because none of the present high-school organizations are of interest to me.
 - ☐ b. Because I have home duties or other work after school and I am not able to attend meetings.
 - ☐ c. Because I belong to organizations or take part in activities outside of school which use up all the time I can spare from my home and school work.
 - ☐ d. Because of the expense connected with belonging to school organizations.
 - ☐ e. If for any other reasons, please state what they are.
 - ☐ f.
- IX. Does your sponsor offer guidance and help to the organization? (Please check one answer.)
- ☐ Always
 - ☐ Sometimes
 - ☐ Never
- X. If you are a participant in any of the organizations or activities listed below, please place two checks before the organization or activity. If you belong but do not take an active part, please place only one check before the organization:
- ☐ a. Boy Scouts
 - ☐ b. Camp Fire Girls
 - ☐ c. Girl Scouts
 - ☐ d. Sunday-School Organizations
 - ☐ e. Church Organizations
 - ☐ f. De Molay
 - ☐ g. Job's Daughters
 - ☐ h. Private lessons such as music and art
 - ☐ i. If any others, please name them

- XI. If none of the present high-school organizations or activities appeal to you, please suggest additional ones that might interest you and other students of your acquaintance;
- XII. Would you join such organizations as you suggest in XI, if they were started in the school? (Please check one answer)
- ☐ Yes
☐ No
- XIII. Do you like the activity program as it now exists? (Please check one statement)
- ☐ Not at all
☐ A little
☐ Very much
- XIV. Please state the things you like the best about the present activity program:
- XV. Has your participation in the student activities program helped you in your classroom activities? (Please check one answer)
- ☐ Not at all
☐ A little
☐ Very much
- XVI. Please state any reasons why you may not be satisfied with the present activity program:

XVII. For those who have participated in any student activities:

In what ways do you think participation in extra curricular activities has contributed to your total high-school life? (What benefits do you think you have received?)

XVIII. If you have any comments concerning the activity program that you have not been able to express in the questionnaire, feel free to state them here.

APPENDIX B
SPONSOR INTERVIEW SHEET

SPONSOR INTERVIEW SHEET

- I. Does this activity have any stated objectives? _____. (If answer is yes, please state them)
- II. Were you assigned the activity you sponsor? _____. (If answer is yes, was assignment made on the basis of your interest and experience in the activity? _____.)
- III. If answer to Number II is "no", did you request assignment? _____.
- IV. How is the activity financed?
- V. Is a purpose of this activity to supplement the curriculum? _____. (If answer is yes, please state in what way it does this.)
- VI. Do the students show an interest in the activity? _____. In which ways is this interest displayed?
- VII. Is the organization flexible enough to meet changing interests of the participants? _____. (If answer is yes, please state in which ways this is accomplished.)
- VIII. Does the administration offer guidance and supervision? _____. (If answer is yes, please state how.)

- IX. Does the activity have a specific time and place to meet? _____. (If answer is no, please state arrangements made for meeting.)
- X. Are the officers chosen by the students? _____. (If answer is no, please indicate how chosen.)
- XI. Do the students aid in the formulation of objectives, and evaluation of the activity? _____. (If answer is yes, please indicate how.)
- XII. Is membership on a voluntary basis and open to all students? _____. (If answer is yes, are organized efforts made to increase membership?) _____.
- XIII. If membership is not open to all students, on what basis is it made available?
- XIV. Do you feel that your specific activity needs to be changed? _____. (If so, please indicate such changes.)
- XV. Do you feel that the existing activity program should be changed? _____. (If answer is yes, please indicate such changes.)

APPENDIX C
PHILOSOPHY OF GRANBY HIGH SCHOOL

GRANBY HIGH SCHOOL

PHILOSOPHY

In American schools as in the nation, the individual - the pupil - is the essential unit in and around which the whole society functions and evolves.

We believe that American secondary school educators should recognize the pupil as the most important person who ever enters the school; that the educators should accept each pupil as he is and endeavor to develop recognizable abilities and admirable personality traits.

The school should (1) accept the pupil as the important unit, (2) recognize the development of the whole child as of prime importance, (3) endeavor to take care of special traits, and (4) endeavor to meet all needs and interests of the pupil.

The curriculum in American secondary schools is merely a tool in the hands of the child. It must of necessity be well rounded and make adequate provisions for counseling and guidance. The curriculum must provide opportunity for physical, emotional, and intellectual growth.

The methods of instruction should be flexible and employed in the light of the needs of the pupils, the subject matter at hand, and personal equipment of the teacher who is to use them. Any specific method should include all materials and aids available to improve the learning process.

Members of the staff must be emotionally, morally, and intellectually sound and should be selected on the basis of knowledge of subject matter to be taught, interest in teaching, and ability to get along with others. Since they should be as varied as the needs of the pupils - and adequate in number, they should be adequately remunerated in order to permit economic stability.

We believe that the schools should be so organized that the pupil will come to realize his duty to the state and society and recognize that his individual freedom and rights necessitate individual responsibilities to that state and society. Also, it is the responsibility of the American secondary school so to direct and guide that its pupils develop into useful citizens in the American democracy.

The objectives to be attained in a secondary school as basic factors for success are developing within the pupil moral integrity, intellectual curiosity, self-reliance, a high measure of proficiency, and the ability to deal adequately with changing conditions.

APPENDIX D
EDUCATIONAL THEROMETERS

PUPIL ACTIVITY PROGRAM (2)

General Statement

This is the second of two charts on the pupil activity program of the school. All thermometers on this chart are based upon Section E of the Evaluative Criteria, PUPIL ACTIVITY PROGRAM. Sources for each thermometer are indicated below.

1. Social Life

Based upon four evaluations under VIII, "Social Life and Activities" (page 44).

2. Physical Activities: Boys

Based upon three evaluations under IX, "Physical Activities for Boys" (page 45).

3. Physical Activities: Girls

Based upon three evaluations under X, "Physical Activities for Girls" (page 46).

4. School Clubs

Based upon three evaluations under XI, "School Clubs" (page 46).

5. Finances

Based upon four evaluations under XII, "Finances of Pupil Activities" (page 47).

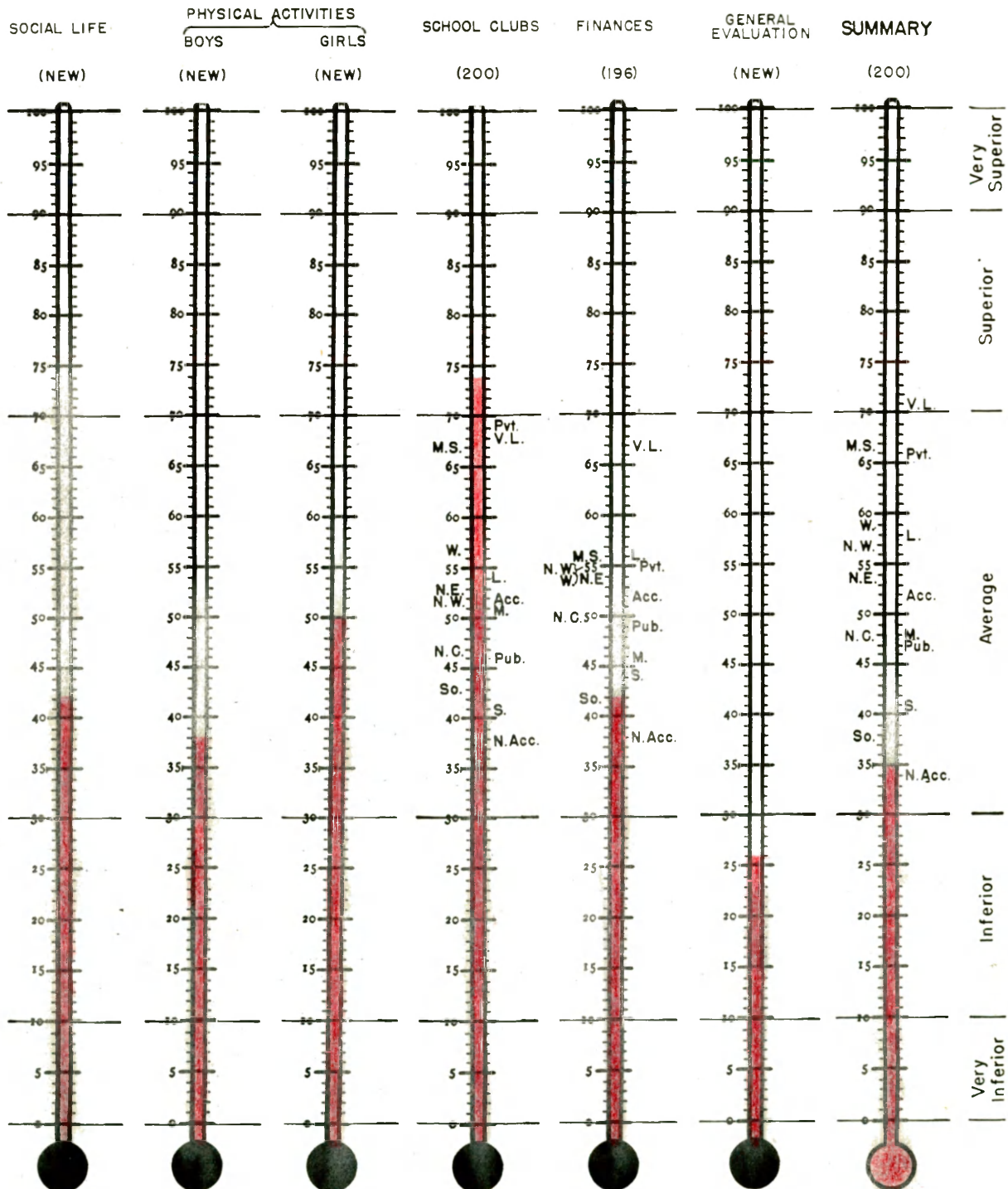
6. General Evaluation

Based upon three evaluations under XIV, "General Evaluation of the Pupil Activity Program" (page 48).

7. SUMMARY

Based upon the other thirteen thermometers on this chart and the preceding chart, each weighted as indicated in Section X of Evaluative Criteria.

PUPIL ACTIVITY PROGRAM (2)



LIBRARY SERVICE (1)

General Statement

This is the first of three charts on the library service of the school. All thermometers are based upon Section F of the Evaluative Criteria, LIBRARY SERVICE. Sources for each thermometer are indicated below.

1. Library Staff

Based upon five evaluations under I, "Library Staff" (pages 51-53).

2. Organization and Administration

Based upon seven evaluations under II, "Organization and Administration" (pages 53-55).

3. Book Collection: Number of Titles

Based upon data from Column I of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer is the number of different titles found in the library. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

4. Book Collection: Recency

Based upon data from Column J of III-A, "Book Collection" (page 56). The special scale on the right-hand side of the thermometer is the percentage of titles in the social sciences and natural sciences which have been copyrighted within the last ten years. For further explanation see W. C. Eells, "Measurement of the Adequacy of a Secondary School Library," American Library Association Bulletin (March 1938), 32:157-63; also in Evaluation of Secondary Schools: Supplementary Reprints, No. 10.

5. Book Collection: General Adequacy

Based upon 32 evaluations in Column (E) of III-A, "Book Collection" (page 56).

6. Periodicals

Based upon data furnished under III-B, "Periodicals" (page 57). The special scale on the right-hand side of the thermometer is one devised by the Cooperative Study to measure the quality and quantity of library periodicals. For derivation and use of this scale, see two articles by W. C. Eells in the Wilson Bulletin for Librarians, "Scale for the Evaluation of Periodicals in Secondary School Libraries" (June 1937), 11:668-73; and "Evaluation of Periodical Collections of Secondary School Libraries" (October 1937), 12:150-53; also in Evaluation of Secondary Schools: Supplementary Reprints, Nos. 12 and 13.

APPENDIX E
PUPIL ACTIVITY RECORD

Pupil Activity and Personality Records

In order to facilitate the activities in our guidance program and to gain more information about our pupils, the two forms below are submitted. The Pupil Activity Record will be completed each term by every pupil under the supervision of the home room teacher. This is a continuous record to be kept in the folder with the permanent record card.

The second form - the Personality Record - will be completed by the pupil counselor for all eleventh and twelfth grade pupils only. This form, too, will remain in the pupil's permanent record folder.

PUPIL ACTIVITY RECORD

(To be kept in the folder with
the permanent record card)

Name _____

Home Room _____

Club Memberships

Grade 8 _____

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

Offices Held

Office

Date (Spring, Fall year)

OTHER ACTIVITIES AND PARTICIPATION

(Use the back of this sheet for any further activities or for
comments.)